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State Board of Education Plan for Repeating F Schools: District: Dade School: Miami Central Senior High School

	Requirements	Current Status
1	<p><u>SBE Approved 4.18.06:</u></p> <p><i>School Restructure Plan:</i></p> <p><i>Change the grade configuration of the school and the programs offered.</i></p>	<p>Ninth grade students will be part of a “Ninth Grade Academy” that will be housed at Westview Middle School in an effort to create a small learning environment. It is important to note that the ninth grade centers will be housed in a separate wing of the middle school. Students and staff are part of Miami Central Senior High School, and curriculum reforms are specifically targeted for the ninth grade center and are not educationally impacted by the middle school program. In an effort to facilitate seamless curriculum articulation for the students matriculating into Miami Central from Westview Middle, vertical planning will be ongoing. The middle school and the ninth grade center will be on the same bell schedule. Thus, the middle school team concept will be employed as part of curriculum planning.</p> <p>Core teachers from the high school will have an opportunity to collaborate with the middle school teachers in regard to Grade Level Expectations. This process will aid in the middle school teachers’ exposure to the high school curriculum. The expectation is that the rigor during the planning and delivery of instruction will increase.</p> <p>Additional personnel, including a vice-principal, an assistant principal, two counselors, a student activities director/test chairperson, reading coach, mathematics coach, technology support specialist, clerical support staff, and two pool substitute teachers, have been allocated to the satellite center to help ensure the successful implementation of these initiatives. In addition to the existing school site technology resources, the ninth grade center will provide a fully equipped computer lab, media center accessibility and enhanced academic offerings. Further, a restructured lunch program to enhance the social interactions and to mirror a high school dining experience will be initiated.</p> <p>The freshman transition course will be required for all students entering ninth grade. The career exploratory classes will be designed to set the context for high school as</p>

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		<p>a pathway to college and careers. The first semester course “Tools for Success” curriculum, designed to address the issues and competencies that impact student transition, will be utilized to provide students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level mathematics, science, literacy and problem-solving skills needed in the workplace and in further education. The course that is utilized for the second semester is Classroom Inc. This course introduces team building and leadership skills. Selected ninth grade teachers will be trained in this curriculum prior to the opening of school.</p> <p>Prior to the opening of school, a ninth grade orientation program is scheduled for incoming 9th grade students and their parents. The purpose is to familiarize them with the rigor of high school, secondary reform efforts, academic requirements and the additional challenges of peer and community pressure while working toward future career goals.</p> <p>Parents of ninth grade students will be provided a contract delineating all intervention and/or remediation strategies provided by the school, as well as extended day opportunities. This contract will be modified annually by school staff, in conjunction with parents, during the four years of high school.</p>
2	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Implement a schoolwide reform model for ALL students.</i></p>	<p>Miami Central Senior High School continues its planning and implementation of national research on secondary school reform. The “new” Miami Central Senior High School will also become one of the forerunners of the reform initiative in M-DCPS, and will incorporate small learning communities (a smaller, more personalized instructional setting), industry focus academies (specific career path courses of study), and multiple opportunities for students to engage in real world experiences.</p> <p>Proposed curricular changes will be developed in collaboration with the City of Miami, the National Academy Foundation (NAF), and the University of Miami and other community members, and may include the following academy themes:</p> <ul style="list-style-type: none"> ○ Academy of Information Technology ○ Bio-medical Academy ○ School-to-Career and Entrepreneurship ○ Law and Public Affairs ○ Sports and Marketing Management <p>Miami Central Senior High School students in grades 9-12 have chosen an interest-based academy theme. The</p>

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		<p>representatives on August 1 and 3, 2006 respectively; and</p> <ul style="list-style-type: none"> • ongoing coaching <p>Students will complete a Capstone Project.</p>
<p>3</p>	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Implement and align schoolwide reform model in feeder schools</i></p>	<p>Westview and Madison Middle Schools within the Miami Central Feeder Pattern will participate in the Making Middle Grades Matter Program. It will increase the percentages of students who reach the Basic and Proficient levels as defined by the National Assessment of Educational Progress. Schools implement a comprehensive improvement framework that emphasizes rigorous academic courses to prepare students for challenging high school studies. Westview Middle and Madison Middle Schools will institute small learning communities by creating interdisciplinary academic teams at every grade level. These teams will consist of four core teachers (language arts, mathematics, science, and social studies) who will share common planning time for the purpose of creating a more rigorous, relevant curriculum. Thematic units based on the career academies offered at Miami Central will provide middle school students with greater exposure to career opportunities offered at the high school.</p> <p>The career exploratory classes will be designed to set the context for high school as a pathway to college and careers. Teachers have been trained extensively in the program. One of Central's teachers who participated in the program during the 2005-2006 school year is on the district's planning team which is designed to analyze the existing components of the curriculum. Transition will be addressed via Tools for Success: Preparing Students for Senior High School and Beyond. This semester course taught by classroom teachers and supported by the school-site student services team includes forty (40) lesson plans (2-hour block period). The curriculum includes six goals: Introduction to Senior High School, Succeeding in High School (Study and Research Skills), Tools for Self-Assessment, Career Planning, SCANS skills, and Character Education. This year the lessons will be expanded to include the following additional topics:</p> <ul style="list-style-type: none"> • understanding of the global/current economy; • correlation between local environment, county, and country; • relationship between adults and students, e.g., teachers, parents, civilians, police, etc. • personal attitudes, appropriate social behavior,

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		<p>social grace, appropriate life styles, manners, etiquette;</p> <ul style="list-style-type: none"> • school ownership and pride. <p>All lessons incorporate literacy skills, home-learning/parent components and accommodations for diverse learners. The lessons are aligned with the Comprehensive Student Services Program PK-Adult's Standard Development Framework, Sunshine State Standards, FCAT Benchmarks, and Competency-Based Curriculum.</p>
4	<p><u>SBE Approved 4.18.06:</u></p> <p><i>Local school board-approved funding for schoolwide interventions to each individual F school</i></p>	<p>The School Board of Miami-Dade County has approved funding for Miami Central's Reading and Mathematics program. Additionally, the district will provide four reading and four mathematics coaches; one per grade level. A district supervisor will also be allocated to the school to monitor the implementation of the Corrective Action Plan. Additional personnel, including a District Supervisor will be placed at the site to monitor the corrective action plan, a principal, a vice-principal, two assistant principals, two counselors, one social worker, a student activities director/test chairperson, four reading coaches, four mathematics coaches, one technology support specialist, one clerical support staff, two pool substitute teachers and one business manager, have been allocated to the satellite center to help ensure the successful implementation of these initiatives. The district provides the following intervention programs: Read 180, Reading Plus, Read XL, Cognitive Tutor, and Learning Express. <u>See Appendix for additional funding of personnel allocations and district intervention programs.</u> This funding is over and above what other schools in the district are receiving.</p>
5	<p><u>SBE Approved 5.14.06:</u></p> <p><i>School guarantees parents of entering ninth grade students remediation, interventions, rigorous programs, and extended day programs</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>This will be a contract</i></p>	<p>Miami Central Senior High School implements an eight-class schedule. Through this type of schedule, staff is able to provide all students with opportunities to access remediation, intervention, acceleration, and enrichment programs that exist at the school. In order to ensure that students access these opportunities, parents must not only be aware of their existence but must become active participants in the design of the program of study their sons/daughters will follow during their four year high school experience. To that end, a four-year program of study contract will be issued to all parents of incoming ninth grade students in order to provide a vehicle for the collaborative development of said program by parents, students, and school staff. This contract will be monitored throughout the year by student services staff. Additionally, the contract will be updated quarterly every year to ensure that services being provided are meeting the needs of the students as agreed to by the parents and the school staff.</p>

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	<p><i>with parents, and starting with the incoming ninth graders in 2006, the contract will be for 4 years.</i></p>	<p>Prior to the opening of school, a ninth grade orientation program is scheduled for incoming 9th grade students and their parents. The purpose is to familiarize them with the challenges of current high school learning requirements and the additional challenges of peer and community pressure while working toward future career goals. <u>A copy of the contract is included in the Appendix detailing specific academic interventions that will be provided for students.</u></p>
<p style="text-align: center;">6</p>	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Extended learning program with transportation</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>Districts must document extent of participation</i></p>	<p>All students will continue to be provided with an extended day (one extra hour per day) and extended school year (two extra weeks a year) to provide additional time on task, which is a necessary element to effect positive gains in student performance. Additionally, after-school tutorial programs are ongoing with provision of after-school activity buses by the district. The curriculum for this extended day tutorial offering will be aligned with the school-wide instructional focus calendar.</p>
<p style="text-align: center;">7</p>	<p><u>SBE Approved 5.14.06:</u></p> <p><i>District Community Assessment Team – FLDOE, Parent, Business, Educator, Community Member, Local Government representation</i></p>	<p>A District Community Assessment Team will be comprised of FLDOE, Parent, Business, Educator, Community member and Local government representation. The membership of the Board will be submitted to the Commissioner of Education.</p> <ul style="list-style-type: none"> ○ participate with District and school staff in the planning and development of a new curriculum to be implemented in the 2006-07 school year; ○ convene monthly meetings to report to the community on the pace, quality and evidence of substantive changes in the school; and ○ report monthly results to the Superintendent related to academic progress, reform efforts, community involvement and other pertinent activities; ○ review school-based improvement plans prior to administrative submission; and ○ provide feedback on the overall progress and impact of the corrective change process.
<p style="text-align: center;">8</p>	<p><u>SBE Approved 4.18.06:</u></p> <p><i>Schoolwide staff</i></p>	<p>The professional development plan for Miami Central Senior High School will include both a core set of professional learning experiences and customized professional development that are specific to the needs of</p>

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<p><i>development</i></p> <p><u>READING</u></p> <p><u>With 67% of 9th grade students scoring at Level 1 in 2006 FCAT Reading and 22% scoring Level 2, a strong emphasis on professional development in Reading is essential in our efforts to impact student achievement.</u></p> <p><u>The Reading programs currently utilized at Miami Central Senior High School are making gains in student achievement. According to the School Accountability Report, 43% made learning gains in Reading and 59% of the lowest 25% made learning gains in Reading. 63% met high standards in Writing as well.</u></p> <p><u>In addition, according to the 2005-06 Adequate Yearly Progress (AYP) Report, even though only 10% scored at or above grade level in Reading, the percentage of students who did not score at or above grade level, decreased from 91% in 2005 to 90% in 2006. Therefore, additional professional development on the Reading programs reflected to the right, along with follow-up and monitoring of the fidelity of the implementation of these current Reading programs, is a valid educational course of action. (See section #9 below for additional professional development support for reaching student achievement</u></p>	<p>the faculty and administration at Miami Central. All professional development offerings identified that are unique to the school will be delivered on-site. Additionally Miami Central will have an arrangement of on-site professional development resources provided by the district Office of Professional Development.</p> <ul style="list-style-type: none"> • <u>Reading Standards: A course in best practices in the teaching of reading for language arts and reading teachers.</u> • <u>Maze – training for all reading coaches</u> • <u>Project CRISS for teachers that have not been trained</u> • <u>CRISS Strategies – Follow-Up</u> • <u>Project CRISS Study Group – review and support for content area teachers who completed initial training during 2005-2006</u> • <u>READ 180</u> <ul style="list-style-type: none"> • <u>Initial Training for New Teachers</u> • <u>Read XL</u> <ul style="list-style-type: none"> • <u>Initial Training for New Teachers</u> • <u>Reading endorsement courses will be offered at school-site throughout 2006-2007</u>
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<p>goals in Reading.)</p> <p><u>WRITING</u></p> <p><u>With 44% of the 10th grade students scoring below Level 3.5 in the 2006 FCAT Writing +, a strong emphasis on professional development in writing is essential in our efforts to impact student achievement.</u></p> <p><u>ELL</u></p> <p><u>READING</u></p> <p><u>Among 9th graders (n=65), 95% scored at Level 1 on the 2006 FCAT SSS, and 5% scored at Level 2.</u></p> <p><u>Among 10th graders (first-time test-takers, n=34), 100% scored at Level 1.</u></p> <p><u>MATHEMATICS</u></p> <p><u>Among 9th graders (n=63), 65% scored at Level 1 on the 2006 FCAT SSS, and 18% scored at Level 2.</u></p> <p><u>Among 10th graders (first-time test-takers, n=34), 71% scored at Level 1 and 15% at Level 2.</u></p> <p><u>According to the 2005-06 AYP Report, the percentage of those scoring below Level 3 decreased from 84 to 80 (5% improvement) between 2005 and 2006.</u></p>	<ul style="list-style-type: none"> • <u>Writing Standards: a Course in Best Practices in the Teaching of Writing for Language Arts and Reading Teachers</u> <p><u>Writing Across the Curriculum: A Foundation Writing Course for Content Area Teachers</u></p> <ul style="list-style-type: none"> • <u>Odyssey Program Training for ELL Teachers using application</u> • <u>Developing Language and Reading Skills for Adolescent English Language Learners:</u> <ul style="list-style-type: none"> • <u>Contract with the University of Miami to deliver PD sessions that will provide teachers the essentials of reading as it applies to ELL students at the secondary level. In-services will be provided for the ESOL teachers who are responsible for providing reading instruction in for ELL students.</u> • <u>An ESOL reading specialist will be assigned to work with ESOL teachers in the school. The support person will participate in the PD activities and be assigned to do weekly classroom follow-up visits with the ESOL teachers to provide coaching, modeling and mentoring.</u> • <u>Developing Literacy in Second Language Learners:</u> <ul style="list-style-type: none"> • <u>Division of Bilingual Education will provide PD sessions and support on ESOL strategies for the reading coaches at the school site who will in turn support ESOL teachers.</u> • <u>Developing Language and Content Knowledge For English Language Learners:</u> <ul style="list-style-type: none"> • <u>Division of Bilingual Education will provide PD sessions on ESOL strategies for the content area teachers at the school site.</u> • <u>Home Language Assistance Program (HLAP):</u> <u>HLAP teachers will participate in the PD services provided to the mathematics, science and social science teachers.</u>
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<p><u>MATHEMATICS</u></p> <p><u>In Mathematics, 68% made learning gains according the 2005-06 School Accountability Report, and 34% met high standards in Mathematics.</u></p> <p><u>48% of 9th grade students scored at Level 1 in Math, with an additional 31% scoring at Level 2 in FCAT Mathematics. Additionally, according to the 2005-06 Adequate Yearly Progress (AYP) Report, even though only 29% scored at or above grade level in Mathematics, the percentage of students who did not score at or above grade level, decreased from 77% in 2005 to 71% in 2006. Additional coaching and skills building for mathematics teachers is planned as well as training in Cognitive Tutor.</u></p> <p><u>SCIENCE</u></p> <p><u>In the 2006 science FCAT, 99% of the student population scored achievement levels 1 and 2, only 1% of the student population attained mastery by scoring achievement level 3 and above. Out of the 167 students taking the 2006 science FCAT, 78% scored at level 1, 20% scored at level 2, 1% scored level 3, 0% scored at levels 4 and 5. The mean points earned by content area were consistently low (below 40%) across all 4 content areas.</u></p> <p><u>GIFTED/ADVANCED PLACEMENT</u></p>	<ul style="list-style-type: none"> • <u>Differentiated Instruction in the Mathematics Classroom, Day 1</u> • <u>Differentiated Instruction in the Math Classroom, Day 2</u> • <u>NCTM Principles and Standards for School Mathematics</u> • <u>Cognitive Tutor Algebra I, 3 days</u> • <u>Geometers' Sketchpad, 2 days</u> • <u>Using Graphing Calculators in the Mathematics Classroom: Beginners/Intermediate Users</u> • <u>Using Graphing Calculators in the Mathematics Classroom: Software Apps</u> • <u>Algebra I Content, Strategies and Assessment</u> • <u>Geometry Content, Strategies, and Assessment</u> <ul style="list-style-type: none"> • <u>Current Issues and Strategies in Science, Part 1</u> • <u>Current Issues and Strategies in Science, Part 2</u> • <u>Current Issues and Strategies in Science, Part 3</u> <p><u>Inquiry Approach to Secondary Science Instruction.</u></p> <p><u>Miami-Dade County Public Schools would like to be included with the Florida Department of Education to select</u></p>
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<ul style="list-style-type: none"> • <u>Number of AP courses offered: 12</u> • <u>Number of students enrolled in AP:</u> <ul style="list-style-type: none"> *139 – Unduplicated count *292 – Duplicated count <p><u>2006 AP Exam results will not be available to the District until mid-August.</u></p> <p><u>SPECIAL EDUCATION</u></p> <p><u>0% of the students with disabilities (SWD) achieved proficiency in 2006 FCAT Reading and 0% of the SWD achieved proficiency in 2006 FCAT Math. 92% of SWD showed 10% improvement in Math percent not above grade level.</u></p> <p><u>Additionally, only 12% of SWD are included in the general education classroom for 80% of the day (May, 2006). This impacts the SWD exposure to the scope and sequence of grade level curriculum and instruction and may negatively impact their achievement level.</u></p> <p><u>OPERATIONAL/PEDAGOGY</u></p>	<p><u>Miami Central Senior High School as a new <i>Rise to Rigor</i> school. Through the <i>Rise to Rigor</i> initiative, the College Board provides consultants to support schools with specific objectives, strategies, and indicators that ensure access, equity, and a change of mindset towards education overall.</u></p> <ul style="list-style-type: none"> • <u>AP Data Analysis Workshop</u> • <u>AP Subject Area Workshop</u> • <u>AP Student Curriculum Review</u> • <u>Pre-AP Workshop</u> <p><u>Leadership Team</u></p> <ul style="list-style-type: none"> • <u>Administrative Overview: Developing Responsible Inclusive Practices</u> <p><u>Inclusive Structures PD</u></p> <ul style="list-style-type: none"> • <u>All Students All Schools Level 1 (school team)</u> • <u>Effective Collaborative Teaching Partnerships (general education and special education teaching partners)</u> <p><u>Effective Instructional Practices PD</u></p> <ul style="list-style-type: none"> • <u>Meeting the Needs of Diverse Learners within the General Education Classroom (general and special education)</u> • <u>Differentiating Instruction for Student Achievement (general education)</u> • <u>Positive Behavioral Intervention and Classroom Management (selected teachers)</u> <p><u>Creating Environments Conducive to Learning (general ed teachers)</u></p> <ul style="list-style-type: none"> • <u>Data Analysis and Student Progress Monitoring</u>
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Emphasis on assisting teachers acquire additional tools to evaluate student data and adjust the instructional delivery to meet student needs is a major part of the professional development package for Miami Central Senior High for the 2006-07 school year.

NEW/EARLY CAREER TEACHERS

- Learning Communities Follow-Up
- Planning Career Academies
- High Schools That Work
 - M-DCPS will contract with Southeastern Regional Education Board to provide the on-site professional development and on-site coaching
 - Initial training for school team of 8
 - Monthly on-site training and support
- Tools for Success (student transition course for all 9th grade teachers)
- On-going support and training for the Continuous Improvement Model training initiated in 2005-2006.

- Every new teacher is in the process of being assigned an on-site mentor from the school who teaches the same subject as the new teacher (in the event that this is not possible, a mentor with same certification will be assigned)
- All Mentors will receive two days of mentoring training
- Mentors will be compensated to mentor new teachers based on the following schedule:
 - August – March – two hours per week
 - April - May – one hour a week
 - Any new teacher needing additional support will be provided with additional mentor support
- New/Early Educator Support Team (NEST) sessions will be held at the school twice a month:
 - Sessions will cover topics introduced at New Teacher Orientation, in addition to issues of concern to the new teachers
- Core professional learning courses will be offered to new teachers twice a month on Saturdays
- Professional Development Specialist assigned to school will make weekly classroom visits to new teachers' classrooms

Administrator Training

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<p><u>These resources are being deployed to assist with the implementation, monitoring, follow-up, and validation of the professional development offerings and inservice training being offered at Miami Central Senior High School.</u></p> <p><u>Additionally, mentoring and coaching services have proven to increase the effectiveness of the integration in the classroom of the skills learned through professional development offerings. The delivery of job-embedded professional development has shown to increase the application of skills learned.</u></p> <p><u>Also, the training of substitute teachers at the school site, although not cost effective, has assisted selected schools with a stronger and more effective pool of substitute teachers in a timely fashion, thereby impacting a more efficient use of educational time essential in schools with high teacher turnover and absenteeism.</u></p> <p><u>With 67% of 9th grade students scoring at Level 1 in 2006 FCAT Reading and 22% scoring Level 2, a strong emphasis on professional development in Reading is essential in our efforts to impact student achievement.</u></p> <p><u>The Reading programs currently utilized at Miami Central Senior High School are making gains in student achievement. According to the School Accountability Report, 43% made learning gains in Reading and 59% of the lowest</u></p>	<ul style="list-style-type: none"> • <u>Learning Community Facilitator to provide on-site support twice a month for training initiated in 2005-2006.</u> • <u>Professional Development Specialist and Curriculum Support Specialist to provide on-site professional development and monitor follow-up</u> • <u>National Board Certified Teacher (NBCT) to lead cohort of NBCT Applicants</u> • <u>Mentors for Administrators will be practicing principals with extensive high school experience and proven success as an instructional leader</u> • <u>On-site Substitute Teacher Training</u> <p><u>All content area staff will be required to complete:</u></p> <ul style="list-style-type: none"> • <u>Essentials of Reading (2 days) Presents tools for assisting students make inferences from text, instructional strategies for increasing comprehension, fluency and vocabulary.</u> • <u>Developing Global Thinkers: Integrating Higher Order Thinking Skills in all Content Areas.</u> <p><u>All reading teachers will complete:</u></p> <ul style="list-style-type: none"> • <u>READ 180 (2 days)</u> • <u>Read XL (1/2 day)</u> • <u>Reading Plus</u>
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ASSISTANCE *plus*

	<p><u>25% made learning gains in Reading.</u> <u>63% met high standards in Writing as well.</u></p> <p><u>In addition, according to the 2005-06 Adequate Yearly Progress (AYP) Report, even though only 10% scored at or above grade level in Reading, 90% of those students not above grade level showed 10% improvement. Therefore, additional professional development on the Reading programs reflected to the right, along with follow-up and monitoring of the validity of the implementation of these current Reading programs, is a valid educational course of action. (See section #8 above for additional professional development support for reaching student achievement goals in Reading.)</u></p>	
<p>9</p>	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Staff development in reading in the content area</i></p>	<p>All staff will be required to complete:</p> <p>Teaching Reading at the High School Level (5 days) Provides increased understanding of the reading process including the 5 building blocks and essential components of reading.</p> <p>Essentials of High School Writing (2 days) Presents strategies for effective expository and persuasive writing.</p> <p>Essentials of Reading (2 days) Presents tools for assisting students make inferences from text, instructional strategies for increasing comprehension, fluency and vocabulary.</p> <p>Subject Area Teachers will complete Reading Across the Curriculum (1/2 day)</p> <p>All reading teachers will need to complete the following professional development: READ 180 (2 days) Read XL (1/2 day) Reading Plus Teaching Secondary Reading (CORE/Reading Boot Camp) Maze assessment (1/2 day) and progress monitoring and data analysis</p>

ASSISTANCE *plus*

<p>10</p>	<p><u>SBE Approved 5.14.06:</u></p> <p><i>District full-time staff assigned to each school</i></p>	<p>Ms. Mary Martin-Alegret, a District Instructional Supervisor will be assigned from the School Improvement Zone to monitor the implementation of the Assistance Plus Plan, instruction, and to recognize and solve problems as they occur on a daily basis. Ms. Martin-Alegret will report to the District School Improvement Zone office and provide assistance and resources to the leadership team as needed.</p> <p>Professional development support will be provided through the deployment of: a professional development specialist who will be on-site daily to provide services; coordinate delivery of on-site training; work teacher-to-teacher as peer coach; facilitate on-site peer study groups.</p> <p>A Learning Community Facilitator will be assigned to Edison to establish and sustain on-site learning community.</p>
<p>11</p>	<p><u>SBE Approved 4.18.06:</u></p> <p><i>Identification and hiring of proven educational leaders¹</i></p>	<p>Miami Central Senior High School has been reconstituted with a change in leadership. Two new principals, approved by the School Board on June 14, 2006, will continue the co-principal model to provide the vision for the redesign of the curricular programs and to support the instructional program of the students.</p> <p>Dr. Robin Atkins has served for 13 years in The Miami-Dade County Public School system. Her experiences both at the elementary and senior high levels have prepared her to be an effective instructional leader. She completed her fourth year as an Assistant Principal at Miami-Central Senior High School. Her administrative experiences include discipline, athletics, Exceptional Student Education, Student Services, Alternative Education, and curriculum. In April 2006, Dr. Atkins was promoted to Vice Principal at Miami Central Senior High School. Her involvement in the curriculum aspect of the school has been extensive. She developed the master schedule to reflect the curricular mandates of the School Improvement Zone, as well as Corrective Action mandates. As the Assistant Principal of Curriculum and Vice Principal, Dr. Atkins was instrumental in facilitating the implementation of the Continuous Improvement Model. The infusion of this model into the curriculum yielded tremendous gains in FCAT scores. Her professional experiences have encompassed a myriad of school site operations to include positions in the areas of Vocational Education, School-to-Careers, Business Education, Adult Education, and Exceptional Student Education. In addition to being the Behavior Management Teacher for emotionally</p>

¹ Proven educational leaders are administrators who have taken D or F schools and brought them up to A or B schools.

ASSISTANCE *plus*

		<p>handicapped students at Orchard Villa Elementary School, she also assisted the principal in setting up the extended day tutorial program, LEA, member of the Child Study Team, and assisted teachers with curriculum concerns. Her collaboration with the administrative team regarding academic achievement resulted in the school improving the school's letter grade from D to C. At Miami Central, Dr. Atkins also implemented a mandatory extended day tutorial program for all student-athletes.</p> <p>Mr. Jerry Clay, Jr. has six years of administrative experience. As a teacher and assistant principal, he participated in several action research projects in reading and mathematics to improve student achievement. While functioning as an assistant principal of an under-performing high school, he implemented some proven researched based practices related to teaching and learning which resulted in the school moving from a letter grade of "C" to a letter grade of "A". Because of his strong leadership 59% of students met high standards in reading, 72% in mathematics and 90% in writing. His experiences include work at a Career/Technical High School as well as in an alternative setting. Mr. Clay has a business studies background and has served in a leadership role in the United States Army.</p> <p>Additionally, as previously mentioned, the District will fund an additional vice-principal to ensure that all school improvement initiatives are effectively implemented at the ninth grade center.</p> <p>A mentor principal, with a proven record moving a school from a school grade of D or F to an A or B, will be hired and assigned as a consultant to assist and guide the co-principals in implementing effective, instructional and operational strategies. <u>See the Appendix of this document for a chart detailing the attributes of a highly qualified principal for Dr. Robin Atkins, Co-Principal, and Mr. Jerry Clay, Co-Principal.</u></p>
12	<p><u>SBE Approved 5.14.06:</u></p> <p><i>All instructional staff must reapply for their jobs, and must have evidence of being highly effective.²</i></p>	<p>As part of the Memorandum of Understanding (MOU) with the United Teachers of Dade (UTD), any staff member desiring to leave any ZONE school, which includes Miami Central Senior High School, is provided with that opportunity on a yearly basis. This transfer process allows staff members who are not committed to the mission of the school to transfer to another school within the district.</p> <p>Teacher performance is a key component in the re-</p>

² Teachers who are highly effective are not identified by degrees or certification earned. Highly effective teachers are those for whom strong student learning gains can be documented.

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		<p>constitution efforts for a failing school. A close review of teacher performance based on FCAT data results is conducted annually. Teachers of reading, language arts, and mathematics courses who do not attain 50% or higher of their student load to make a year's worth of learning gains are transferred to another school within the district. Additionally, staff members who have not demonstrated good attendance, have consistently high failure rates, and/or do not comply with guidelines will be transferred to a more appropriate setting.</p> <p>A Human Resources staff member has been assigned to work with school administration at Central to quickly fill these positions with highly effective instructional staff. <u>See the Appendix for criteria used to determine teachers who were not asked to return to the school. The criteria for the new hires/new teachers are also included in the Appendix.</u></p>
13	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Differentiated pay (Incentives)</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>Differentiated pay must be provided only to those teachers identified as highly effective.³</i></p>	<p>The Reading Teachers at Miami Central Senior High School, who are certified/endorsed in Reading and teach a minimum of five intensive reading courses, or a READ 180 combination of intensive reading and Language Arts, will receive an initial program supplement of \$3000.00 for the 2006-2007 school year. The \$9000.00 will be prorated on an annual basis as long as the teacher is performing the duties of the position. In addition, those Reading Teachers whose assigned students achieve measurable improvement in reading performance, defined as 50 percent or more of their assigned students making one year of learning gains as reflected in FCAT results, or moving one or more FCAT levels, will receive a \$1000.00 incentive payment for the 2006-2007 school year.</p> <p>Reading Coaches, who meet the qualifications, are certified/endorsed in Reading and are working at Miami Edison Senior High School for the 2006-2007 school year, will receive a \$9000.00 program supplement. In addition, those Reading Coaches where at least 50 percent of the students in the lowest 25 percent of the FCAT in the school make one year of learning gains as reflected in FCAT results, and/or move one or more FCAT levels, will receive a \$1000.00 incentive payment for the 2006-2007 school year. The \$9000.00 will be prorated on an annual basis as long as the Reading Coach is performing the duties of the position.</p>
14	<p><u>SBE Approved 5.14.06:</u></p>	<p>Miami-Dade County Public Schools will submit a performance pay plan in August/September 2006 to FLDOE</p>

³ Teachers who are highly effective are not identified by degrees or certification earned. Highly effective teachers are those for whom strong student learning gains can be documented.

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	<i>Performance Pay Plan</i>	to address Special Teachers Are Recognized (STAR)
15	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Dedicated district school safety and attendance personnel</i></p>	<p>Miami Central Senior High School, designated as School Improvement ZONE school since 2004-2005 by this administration, will continue with the services of a School Resource Officer, a full-time social worker, and a Community Involvement Specialist, that will continue their assistance in the area of monitoring attendance and truancy on a daily basis.</p>
16	<p><u>SBE Approved 4.18.06:</u></p> <p><i>Fully staffed entire school-year</i></p>	<p>The District Office of Human Resources has been assigned to service the personnel needs for Miami Central Senior High School. The co-principals have attended and will continue to attend the Teacher Fairs as a means of maintaining a fully staffed school with highly qualified teachers. Additionally, the corrective action schools will receive priority in filling vacancies as they occur. The School Improvement Zone office will monitor the staffing status of Miami Central on a weekly basis and communicate with the school site administrators and the Office of Human Resources as a means of ensuring a fully staffed school.</p> <p>The District will ensure that Miami Central Senior High School and the Ninth Grade Academy Center at Westview Middle are staffed with highly qualified instructional personnel, who are committed to the school's improvement initiatives, on the first day of school and throughout the year.</p> <p>District efforts to address critical teacher shortages will also include district-wide teacher fairs, whereby advanced contracts are offered to prospective teachers; a dedicated Human Resources staff member assigned the specific responsibility of monitoring open positions at the school and assisting the administrative team with filling the positions quickly; a reserved pool of qualified teachers from which district personnel can assign teachers to open positions at these critical schools; ongoing national and international recruitment efforts such as Teach for America.</p>

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17	<p><u>SBE Approved 4.18.06:</u></p> <p><i>District provides on-site reading coaches</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>District provides one reading coach per grade level at each repeating F school; however, schools with a student population of less than 500 are required to have one reading coach for the entire school.</i></p> <p><i>All reading coaches must be approved by the Department.</i></p>	<p>The School Board of Miami-Dade County has approved funding for Miami Central's Reading program. Additionally, the district will provide four reading coaches; one per grade level. Evidence will be provided at the August State Board Meeting.</p>
18	<p><u>SBE Approved 4.18.06:</u></p> <p><i>District provides on-site math coaches</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>District provides one math coach per grade level at each repeating F school; however, schools with a student population of less than 500 are required to have one math coach for the entire school.</i></p> <p><i>All math coaches must be approved by the</i></p>	<p>The School Board of Miami-Dade County has approved funding for Miami Central's Mathematics program. Additionally, the district will provide four mathematics coaches; one per grade level. Evidence will be provided at the August State Board meeting.</p>

ASSISTANCE *plus*

	<i>Department.</i>	
19	<p><u>SBE Approved 5.14.06:</u></p> <p><i>For Level 1 students and 11th and 12th grade students required to retake the FCAT, intensive reading taught by reading endorsed teachers.</i></p>	<p>All level 1 and level 2 students and 11th and 12 grade retakers will be enrolled in Intensive Reading classes. Students will be provided a daily 90 minute literacy block of instruction, utilizing research-based instructional materials (Read 180, Read XL,), a common Reading/Language Arts series (Mc Dougal Littel), and methodologies aligned with the K-12 Comprehensive Research-based Reading Plan.</p> <p>Further School Improvement Zone requirements dictate that level 1 students are enrolled in the research-based READ 180 program which is back-to-back daily for 90 minutes, with the intensive reading and Language Arts class linked, and taught by the same teacher.</p> <ul style="list-style-type: none"> • Reading teachers will need to have a Master’s degree in Reading and/or be Reading Endorsed. Teachers who do not meet these initial qualifications in reading, are Language Arts certified, and considered in-field, will enroll in Reading Endorsement classes. In addition, all teachers of Intensive Reading classes will need professional development in: Intervention programs (Read 180 and Read XL) (July 2006) • Teaching Secondary Reading (CORE/ Reading Boot Camp) (June – September 2006) • Progress monitoring –specifically fluency and/or comprehension measures (August – November 2006) • Effective reading strategies. Workshops will be conducted four times a year in collaboration with local Universities. During the workshop, teachers will observe and analyze effective reading strategies and develop plans for implementing these strategies (Series of Workshops will begin in September 2006 and continue through May 2007). <p><u>See attached chart of the Endorsement Status/Certification for Reading Teachers in the Appendix.</u></p>
	<p><u>SBE Approved 5.14.06:</u></p>	<p>Math teachers will need to be certified in Mathematics 6-12. In addition, all intensive math teachers will be required to attend professional development which will include content</p>

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20	<p><i>For Level 1 students and 11th and 12th grade students required to retake the FCAT, intensive mathematics taught by top performing mathematics teachers.⁴</i></p>	<p>and standards based learning, cooperative learning, use of technology, differentiating instruction, Cognitive Tutor, and progress monitoring. Training will be required four times a year in support of the research based curriculum (Professional development will begin in July 2006). Teachers who have demonstrated documented learning gains will be assigned to teach level 1 students.</p> <p>All Mathematics level 1 and level 2 students and 11th and 12 grade retakers will be enrolled in Intensive Math classes with a teacher that has been proven to impact student achievement. Cognitive Tutor will be utilized at all grade levels to improve mathematics performance.</p> <p>Teachers who have demonstrated documented student learning gains will be selected to teach students identified as level one in math.</p>
21	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Extended Day Credit Recovery Program</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>Transportation must be provided and district must report percent of eligible students participating and success rate.</i></p>	<p>Students in Miami-Dade County Public Schools must successfully complete twenty-four credits in order to graduate from high school. Miami Central students are engaged in an eight-class schedule which affords them the opportunity to access thirty-two credits during the four years of high school. These courses include the required twenty-four credits for graduation, as well as credits for remediation and credit recovery. Since the opportunity exists for the credit recovery courses to occur during the regular school day, transportation needs are met as a part of this regular eight-class schedule. All students will be part of alternative block scheduling (8-period day). Alternative scheduling will be conducive to arranging for work-based learning opportunities and integrating business and community volunteers into the curriculum to support academic achievement. It will provide extended class periods that assist teachers with the time necessary for in-depth lessons and experiential learning. The eight-class schedule accommodates all students' needs and ensures room in their schedules for elective choices for students as well as the opportunity to participate in credit recovery classes during the school day and thus, additional transportation services are not necessary. Additionally, counselors will assist students with setting goals, selecting courses, reviewing the student's progress and suggesting appropriate interventions as necessary to ensure that students' academic history is closely monitored until graduation. This scheduling framework will be within the scheduling</p>

⁴ Top performing mathematics teachers are not identified by degrees or certification earned. Top performing mathematics teachers are those for whom strong student learning gains can be documented.

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		framework of the <i>SSR Plan</i> .
22	<p><u>Current law:</u></p> <p><i>Choice for all students to transfer to two or more schools performing at grade level C or above, with transportation provided</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>District must document outreach to parents regarding this choice option.</i></p>	<p>In order to ensure that all students are offered public school choice opportunities, M-DCPS has developed a structured and sequential plan for notifying parents of their options relative to their enrollment in selected higher performing schools within the District. The parent/guardian of every student at each school received mailed notification by the District on June 15, 2006. This notification informs parents/guardians of their option to exercise public school choice by selecting to transfer their son or daughter to another school. Every effort is made to accommodate parental choice. Transportation is provided to all students who avail themselves of this opportunity to attend a higher performing public school. M-DCPS also offers a wide array of choice options through magnet programs, administrative transfers, and the like, to ensure that no parent shall be compelled to enroll their child in a school that has been designated as low performing. Documentation to support this law is available at the school site and the district; evidence of implementation will be provided in August upon request.</p> <p>Moreover, efforts to ensure all eligible students in these schools receive State approved Supplemental Educational Services (SES) focus on four aggressive strategies including:</p> <ul style="list-style-type: none"> ▪ take-home flyers in all three languages English, Spanish and Haitian-Creole and Haitian-Creole ▪ PTA outreach in all three languages ▪ outreach to parents through the Title I District Advisory Council ▪ Informational conferences involving parents and teachers at the beginning of the school year at each school site. <p>Documentation to support this law is available at the school site/district and evidence will be provided in August and available upon request.</p>
23	<p><u>SBE Approved 6.20.06:</u></p> <p><i>Support school with Title I Funds, in accordance with applicable federal laws</i></p>	<p>Miami Central is a newly funded Title I school. Implementation will begin in the 2006-2007 school year. Central has been allocated \$472,252.00.</p>

ASSISTANCE *plus*

<p>24</p>	<p><u>SBE Approved 6.20.06:</u></p> <p><i>Aggressive efforts to have all eligible students receive State Approved SES. Outreach efforts specific to this school, and participation rates, must be documented and reported.</i></p>	<p>The District has complied with both the spirit and the letter of the No Child Left Behind (NCLB) parental choice options by the aggressive and timely implementation of marketing strategies regarding the NCLB choice options for the parents/guardians of eligible students. Information has been disseminated in English, Haitian Creole and Spanish on Supplemental Educational Services (SES) and other NCLB options via posters, flyers, direct mailings, a dedicated telephone line, radio and television, distribution of SES information at local area businesses, community centers and faith-based organizations. The District has held six (6) Parental Choice Fairs at strategically located school sites and shopping malls throughout the school district, providing parents/guardians with free transportation. These fairs were held on Saturdays and weekday evenings, providing the opportunity for parents/guardians to meet the State-approved providers. Suggested questions to ask providers, in three languages, were given to parents though the schools and at the fairs.</p> <p>Presentations on NCLB choice options were also delivered through classes offered to parents via The Parent Academy and the Title I Parent Advisory Council meeting, as well as other venues in the community. Many parents received personal live phone calls encouraging participation in one of the District's two enrollment periods.</p>
<p>25</p>	<p><u>SBE Approved 6.20.06:</u></p> <p><i>District must document faithful implementation of the approved K-12 Reading Plan.</i></p>	<p>Miami Central Senior High School will adhere to the Miami-Dade County Public Schools state-approved District Comprehensive K-12 Reading Plan as documented by the required quarterly school instructional review process. As a School Improvement Zone senior high school, the school will also be required to submit documentation of adherence to the required School Improvement Zone (SIZ) Reading Plan, which designates all level 1 and level 2 students are to be enrolled in intensive reading in a 90-minute block. Further requirements dictate that level 1 students are enrolled in the research-based READ 180 program which is back-to-back daily for 90 minutes, with the intensive reading and Language Arts class linked, and taught by the same teacher. In addition, students designated as having decoding problems, will be enrolled in additional academic intervention utilizing the Reading Plus software program. Documentation of the fidelity of implementation will be verified through submission by the school site of the master schedule documenting evidence of level 1 and level 2 students scheduled as required. Additional performance data will be compiled by Information Technology Services. This data will be disaggregated for level 1 and 2 students in</p>

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		appropriately scheduled courses. Additionally, implementation and program fidelity will be monitored through the collection of READ 180 data by the School Improvement Zone, and classroom walk-through observations recorded by site administration, reading coaches, and the assigned District Supervisor.
26	<p><u>SBE Approved 6.20.06:</u></p> <p><i>District must report to the State Board monthly regarding progress.</i></p>	The district will report to the State Board monthly regarding the progress of Corrective Action schools commencing with the August 2006 State Board of Education Meeting.

SBE Approved 6.20.06:

The district is in compliance when 26 of the 26 school requirements are met.

Penalties for non-compliance will be voted on at the July 18, 2006 meeting.

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